**Name - \_\_\_\_Denise Philipp\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

*Identify key questions you might use in your coaching conversation.*

|  |  |
| --- | --- |
| **Key Areas** | **Observation Notes** |
| * Type of Coaching Conversation * Directive/ Instructional * Collaborative * Facilitative/ Supportive | * Which type of Coaching Conversation is being planned? * Directional/Instructional |
| * Purpose of the Coaching Conversation | * To eomplete the process of a Tier III teacher who has met the requirements of the action plan successfully. |
| * ***O****bjective Questions* * The “what” * Invitation to the conversation | * Do you feel like you’ve accomplished the goal of our original action plan? |
| * *Reflective Questions* * The “what about the what” * Emotional | * *What have you gained or learned during this whole process? How are you a better teacher today?* |
| * ***I****nterpretive Questions* * The “so what” * Brainstorming | * *How did you get to the need for the awareness phase of tier III?* |
| * ***D****ecisional Questions* * The “now what” * Identifies specifics “next steps” to be taken | * *The next steps of the plan are to continue handing in weekly lesson plans, meeting in our PLC, and turning in rough drafts of IEP’s before the meetings. Are you going to be able to hand that?* |
| * *Based on the Decision, what are the responsibilities of the administrator?*   *This area will be completed after the conversation – to summarize the “next steps” of the administrator.* | *To fulfill the tasks listed above consistently. Or face the consequences thereof.* |
| * *Based on the Decision, what are my responsibilities?*   *This area will be completed after the conversation – to summarize the “next steps” and responsibilities of the coach.* | * *To hold the teacher accountable. Frequent classroom visits, feedback on lesson plans and IEP’s, asking reflective questions* |

**Reflection on the Coaching Conversation**

**Name: Denise Philipp**

**Date: Feb. 11, 2010**

**Type of Coaching Conversation: Directive/Supportive Collaborative Facilitative/Supportive**

**Directive/Instructional**

**Reflect on the coaching conversation you completed with the administrator:**

**What impact did planning for the conversation, including the development of the ORID questions, have on the coaching conference itself?**

**I felt prepared. When dealing with Tier III and the union, etc., all the details must be correct. We were able to accomplish our original goals—the teacher was made aware of deficits, worked to correct them, and ended up feeling positive about the experience, despite initial hurt feelings and anger.**

**What was most challenging for you during the conversation? Most pleasing?**

**The most challenging was keeping the tone of urgency—you’ve got to keep doing this, you can’t let up just because this form is signed.**

**Most pleasing--- that the teacher could see how her teaching had improved. She was actually enthusiastic, and could see how student learning and achievement had improved as well.**

**What might be some things you would do differently/the same in your next conversation?**

**For being a directive/instructional conversation, I wonder if I achieved the right balance of me talk/them talk. The teacher did most of the talking, until the end, when I emphasized the need for continued effort. This conversation took over an hour, and probably would have gone longer, if I hadn’t prepared my questions and kept the focus on the plan.**

**What techniques will you specifically address in your next coaching conversation?**

**I think I want to focus on the extending questions. At the beginning of this course, I found it difficult to suspend my own judgements and withhold my opinions. That’s getting easier. Now I need to focus on getting the other person to put their learning into words, having them see the light bulb, so to speak.**